



Beginning-of-Grade 3 Reading Test North Carolina Test Specifications

Purpose of the Test

- The North Carolina Beginning-of-Grade 3 (BOG3) Reading Test is linked to the Read to Achieve Program and is aligned to the [North Carolina Standard Course of Study \(NCSCOS\) for English Language Arts](#).
- The BOG3 Reading Test establishes a baseline measure of beginning third-grade students' reading skills.
- Students who score Achievement Level 3 or higher on the BOG3 Reading Test demonstrate reading proficiency appropriate for third-grade students, which satisfies the requirements of the Read to Achieve legislation.
- Based on demonstrated student outcomes in reading proficiency, the BOG3 Reading Test serves as a teacher-growth tool for determining those teachers who are well-suited to teach reading camps ([G.S.§115C-83.3\[4a\]](#)).
- Data from the administration of the BOG3 Reading Test and the administration of the End-of-Grade (EOG) Reading Test are used for school-accountability growth.
- Additionally, students in grade 3 who are not proficient on the EOG Reading Test, but are proficient on the BOG3 Test (i.e., achievement level 3 or higher) count as proficient in the performance composite and school performance grades.

Curriculum Cycle

- 2010–2011: Item development for the Grade 3 EOG Reading Test
- 2011–2012: Administration of stand-alone EOG Reading field test
- 2012–2013: First operational administration of the EOG Reading Test (Edition 4)
- 2013–2014: First administration of the BOG3 Reading Test (EOG Edition 4)

Standards

- The NCSCOS may be reviewed by visiting the [NCDPI K–12 English Language Arts Standard Course of Study webpage](#). The ELA NCSCOS is divided into 4 strands: reading, writing, speaking and listening, and language.

Developing Tests

- North Carolina educators were recruited and trained to write new items. The diversity among the item writers and their knowledge of the current standards was addressed during recruitment. Trained North Carolina educators also review items and suggest improvements, if necessary. The use of North Carolina educators to develop and review items strengthens the content validity of the items.
- For an in-depth explanation of the test development process see North Carolina State Board Policy [Multiple-Choice Test Development](#) (TEST-013) or reference the [Test](#)

Prioritization of Standards

- Members of the NCDPI/Test Development Section invited North Carolina educators to collaborate and develop recommendations for a prioritization of the standards indicating the relative importance of each standard, the anticipated instructional time, and the appropriateness of the standard for test design. Subsequently, curriculum and test development staff from the NCDPI met to review the recommendations from the teacher panels and to adopt final weight distributions across the domains for each grade level. *Table 1* describes the range of total items that will appear on the test.

Table 1: Weight Distribution for Beginning-of-Grade 3 Test

| Strand | Range of Total Items |
|--------------------------------|----------------------|
| Reading for Literature | 38–42% |
| Reading for Informational Text | 46–50% |
| Reading Foundation Skills | — |
| Writing | — |
| Speaking and Listening | — |
| Language | 13–15% |
| Total | 100% |

- Appendix A shows the standards assessed on the BOG3 Reading Test. Note that future coverage of standards could vary within the constraints of the content category weights in *Table 1*.

Cognitive Rigor and Item Complexity

- Test items have been designed, developed, and classified to ensure that the cognitive rigor of the test form aligns to the cognitive complexity and demands of the [NCSCOS for English Language Arts](#). These items will require students to not only recall information but also apply concepts and skills, make decisions, and explain or justify their thinking.

Testing Structure and Test Administration Time

- The BOG3 Reading Test is an equivalent form of the Grade 3 EOG Reading Test.
- All students in membership at grade 3 (according to PowerSchool) are expected to participate with or without accommodations in the administration of the BOG3 Reading Test. Refer to the [North Carolina Test Coordinators' Policies and Procedure Handbook](#) (PDF pages 123–125) for additional information. The only exceptions are as follows:
 - Students with disabilities who, according to IEP documentation, participate in the NCEXTEND1 alternate assessment in accordance with state policies are excepted.
 - Transfer students who were administered the BOG3 Reading Test at the former school before moving must not be readministered the test. For school accountability purposes, students must not be tested two or more times with secure statewide tests unless the public school unit discovers a misadministration.
 - In rare cases, students are excepted if granted a medical exception because they are deemed medically fragile owing to a significant medical emergency and/or

condition and are unable to participate in a specific test administration.

- The test contains 40 total items. Appendix A shows the standards that are assessed on the BOG3. The BOG3 Reading Test does not have embedded field test items.
- The estimated test administration time is the time that the NCDPI estimates it will take nearly all students to complete the test. The estimated time allotted for the BOG3 Reading Test is 90 minutes. However, students who need more than the estimated time to complete the test may be allowed an additional 90 minutes to work. As long as students are engaged and working and the maximum time of 180 minutes has not been reached, they must be given time to complete the test. Refer to the [North Carolina Test Coordinators' Policies and Procedure Handbook](#) for additional information.
- The BOG3 test is only provided in English. Native language translation versions are not available. North Carolina [G.S. §115C-81.45\(a\)](#) requires all teachers and principals to conduct classes, except foreign language classes, in English.

Types of Items and Supplemental Materials

- Students read authentic selections and then answer questions related to the selections. The reading selections are comprised of literary and informational selections based on the [NCSCOS for English Language Arts](#).
- Knowledge of vocabulary is assessed indirectly through application and understanding of terms within the context of the selection and questions.
- The test will consist of four-response-option multiple-choice items. Each item will be worth one point.
- All students must be provided blank paper.
- Every student participating in the BOG3 Reading Test must complete the BOG3 Practice Activity (for paper/pencil administrations) or the BOG3 Online Assessment Tutorial (for online test administrations) before test day. The BOG3 Practice Activity is not a test. It provides students with an opportunity to become familiar with the standardized testing format before the administration of the BOG3 Reading Test.
- Released items are available on the [End-of-Grade webpage](#). The BOG3 Reading Test is an equivalent form of the EOG Grade 3 Reading Test. Parents and schools should reference the [Grade 3 EOG Reading released form](#). The released form is built using the same operational test specifications. A single released test form may not reflect the full breadth and depth of grade-level assessed standards, but it reflects the range of difficulty found on any EOG operational test form. Released items may be used by public school units to help acquaint students with items, although the released items may not reflect the BOG3 test. These materials must not be used for personal or financial gain.

Test Cycle and Delivery Mode

- The BOG3 Reading Test is administered to grade 3 students during the NCDPI-designated testing window that begins on the 11th day of the school year and continues through the 15th day.
- The BOG3 test is available in both online and paper/pencil formats.

Additional Resources

- Achievement level information is available on the [EOG webpage](#).
- The [*North Carolina READY Beginning-of-Grade 3 English Language Arts/Reading Test Assessment Brief*](#) provides an overview of the BOG3 Test.
- A sample BOG3 Individual Student Report is available on the NCDPI [Individual Student Report \(ISRs\) webpage](#).
- Additional information and resources about the Read to Achieve program are available for districts and parents on the [Read to Achieve Repository webpage](#).

Appendix A

Beginning-of-Grade 3 Reading Test Assessed Standards

The following table shows the standards assessed on the BOG3 Reading Test. Some standards not designated with tested items (i.e., “—”) may be a prerequisite standard or may be tested within the context of another standard.

| <u>Grade 3 Standard</u> | Standards Assessed |
|--|--------------------|
| Reading for Literature RL.1 | ✓ |
| RL.2 | ✓ |
| RL.3 | ✓ |
| RL.4 | ✓ |
| RL.5 | — |
| RL.6 | — |
| RL.7 | — |
| RL.8 | — |
| RL.9 | — |
| RL.10 | — |
| Reading for Informational Text RI.1 | ✓ |
| RI.2 | ✓ |
| RI.3 | ✓ |
| RI.4 | ✓ |
| RI.5 | — |
| RI.6 | — |
| RI.7 | — |
| RI.8 | ✓ |
| RI.9 | — |
| RI.10 | — |
| Language L.1 | — |
| L.2 | — |
| L.3 | — |
| L.4.a | ✓ |
| L.4.b | — |
| L.4.c | — |
| L.4.d | — |
| L.5.a | ✓ |
| L.5.b | — |
| L.6 | — |